EDUC 511: Introduction to Teaching in International Settings

Syllabus

January 26 – May 17, 2006
(On-line)

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Course Description: This course focuses on the structure and variations of international schools and human growth and development of their students. This course section will be taught online, using the Blackboard course software (blackboard.gmu.edu). Participants will receive an email message before the opening date with directions for accessing the course material. The course week will extend from Thursday to the following Wednesday.

Student Outcomes

a. To become familiar with the role and purpose of international schools, as well understanding contemporary issues in the international school community. (INTASC Standards 7,9,10)

b. To become familiar with international school student characteristics - including the stage theories of development, age-level characteristics and student variability. (2,3)

c. To identify and analyze issues related to education in a pluralistic and multicultural setting and society. (5,7)

d. To become familiar with principles in educational psychology that affect learning. (5,6)

e. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education. (4,5)

f. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions. (INTASC Standards 7,9,10)

Relationship to Program Goals and Professional Organization
EDUC 511 is the introductory course in FAST TRAIN, a program that prepares elementary and ESOL teachers for international schools. FAST TRAIN applies the goals of the regular GMU elementary and ESOL education curriculum to an international context. EDUC 511 addresses the program goals that address educational foundations, especially in human growth and development and psychology. In addition, EDUC 511 primarily addresses the Interstate New Teacher Assessment and Support Consortium (INTASC) standards #2-7, 9, 10.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

GSE Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions (see [http://www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of dispositions).
- Students must follow the guidelines of the University Honor Code (see [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code).
Students must agree to abide by the university policy for Responsible Use of Computing (see [http://mail.gmu.edu](http://mail.gmu.edu)).

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester (see [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703.993.2474 to access the DRC).

**Nature of Course Delivery**

Due to the international residence of EDUC 511 students, the course is delivered entirely online.


**Important Web Sites:**

- U.S. DOE, Education Resources Information Center

- The Gateway Collection of Lesson Plans (U.S. DOE)
  [http://www.thegateway.org./collections.html](http://www.thegateway.org./collections.html)

- Education World – Lesson Planning
  [http://www.education-world.com/a_lesson](http://www.education-world.com/a_lesson)

- Virginia Standards of Learning
  [http://www.knowledge.state.va.us/main/sol/sol.cfm](http://www.knowledge.state.va.us/main/sol/sol.cfm)

- American Psychological Association

- Child Abuse
  [http://www.vcu.edu/vissta/training/va_teachers/requirements.html](http://www.vcu.edu/vissta/training/va_teachers/requirements.html)
  (training module)
  [http://www.dss.state.va.us/family/children.html](http://www.dss.state.va.us/family/children.html)

**Special Needs**

Students who require special accommodations, or those with disabilities that may affect their ability to participate fully in the course, are encouraged to advise the instructor to ensure their successful participation in this course.
Assignment Guidelines

1) **Dispositions for a Career Educator (10%)** -(*PBA/INTASC Standard 9)

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism (http://www.gse.gmu.edu/facultystaffres/profdisp.htm).

This assignment requires the student to consider the professional performance criteria for career educators. Students will write a one and one-half to two page essay identifying their professional strengths and areas for development with respect to the Dispositions. The student will sign the “Dispositions for a Career Educator” form and submit the form with their reflective essay.

Dispositions for a Career Educator are posted in the Course Requirement section on Blackboard and at the back of the Syllabus (DUE Wednesday, February 15th or earlier.)

2) **Child Abuse, Neglect and Intervention (5%)** - (INTASC Standards 2,3,6,7, and 10)

This on-line training module will provide an overview on child abuse and neglect. Students will find the tutorial at the following web site:

[www.vcu.edu/vissta/training/va_teachers/requirements.html](http://www.vcu.edu/vissta/training/va_teachers/requirements.html)

Plan to spend about two hours for the completion of the training session. Once you have completed the training you will be able to print a certificate that verifies your completion of the training. This certificate should be kept by the student for licensure purposes. A copy of the certificate should be e-mailed to me by Thursday, March 1st (or prior to that date).

The purpose of the training is to become familiar with the multiple aspects of child abuse, including: the definition and historical evolution of child abuse, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect.

Child abuse and neglect is a serious social problem both in the United States and internationally. In 1996, it was estimated that three million children in the United States were reported as victims. The majority of perpetrators of child abuse were parents. Because of their involvement with families and the requirement to report abuse, it is important that pre- and in-service teachers have a firm foundation of the child abuse knowledge base.

3) **Facilitation/Moderating (10%)**

Depending on the number of students in the class, individuals or small groups of participants will be assigned a topic and will act as online moderators. They will develop trigger questions and post them to Blackboard's Discussion Board by the first day of the week (Thursday.) They will then moderate the ensuing online discussion, and provide a summary at the end of the week.
Guidelines and an assessment rubric for moderating are on the Blackboard website in Course Requirement. The instructor will moderate the first two topics so you can get an idea of the activity. (INTASC 2-7, 9, 10)

4) Discussion Board (DB) Postings (25%)

We will cover more than 20 topics during the class. Each participant will be responsible for contributing **15 postings**, each on a different topic (other than moderator postings). Participants are ENcouraged to contribute MORE THAN 15 posts. You should post your contributions by the middle of the week in which the topic is discussed. Students will need to participate in online discussions by reading base on assigned material, posting at least one substantive comment by Wednesday of each week, reading all other student and instructor comments and responding to at least one of those each week. The responses need to be in-depth. Students are graded on the number and quality of their postings.

Your discussion postings should be thorough and thoughtful. Just posting an "I agree/disagree with your comment" or "I think the same" to someone else's thoughts is not considered adequate. Guidelines and an assessment rubric for DB Postings appear on the Blackboard website in the Course Information section in Course Requirement.

NOTE: Postings should only be made during the week the topic is discussed. Once the week ends all messages should be directed toward the new topic. Each week will begin on Thursday and extend to the following Wednesday.

5) Internet Log (15%)

The internet log is designed to increase your familiarity with information that is available through the use of technology. First select a topic of interest related to this course. Examples include the importance of play in early childhood, effects of divorce on children, conflict resolution, classroom management, drug/alcohol abuse, second language acquisition, attention deficit disorder, etc. Conduct a Net Search on the web identifying information relative to your topic. Read and review what you have found, then select a minimum of **three** sources for the development of a 3-4 page written report on your topic (approximately one page per source). The report should include a description of the sources, a summary of the issues, and your analysis/reflection. The analysis/reflection should include your opinions on the topic and thoughts on how it might apply to your career. Reports are then posted to Blackboard. A copy of the report also should be emailed to the instructor. **DUE Wednesday March 22nd (or prior to that date).** A sample Internet Log is on Blackboard, in the Course Information section. (INTASC 2-7, 9, 10)
6) **Child Study (20%)**

The purpose of the child study is to begin to learn about international children in a holistic sense. Participants can choose one of the 13 activities provided or they can design their own. Many of the activities generally take place out of school, though several might be conducted in the classroom. **DUE Wednesday, April 19th or earlier.** The final draft should be reviewed and approved by the instructor and then posted on Blackboard. A sample child study report is on Blackboard, in the Course Information section. Note: You may elect to work on this assignment earlier in the semester and submit the report prior to the due date.

7) **Field Experience (15%)**

The field experience is an important component of the teacher preparation program at George Mason University. The requirements and rubric for the Field Experience is described below and also can be found in the packet of Field Experience Guidelines published by the FAST-TRAIN office. **DUE Wednesday, May 3rd or earlier.**
EDUC 511 (Part-Time Class)

Introduction to Teaching in an International Setting

OBJECTIVES FOR FIELD PLACEMENT

Total Number of Hours Required: 20
Placement Site: Public or private elementary school classroom, (For Elementary majors: ten hours K-2 and ten hours 3rd-6th grade; for ESL majors ten hours elementary and ten hours middle school or secondary)

Objectives:

1. To become familiar with student characteristics - including the stage theories of development, age-level characteristics, and student variability.

2. To observe the role of teachers in early childhood and elementary school settings and gain experience in working with elementary school students.

3. To become aware of the ways in which educational theories and research in the areas of motivation, individual differences, classroom management, the nature of learning and knowledge, environmental influences on behavior, effective educational practices, and classroom based assessment is applied to instruction.

4. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation, and humanistic approaches to education.

5. To assess one’s potential to assume the responsibilities of a teacher

Required Activities:

1. The student will observe two teachers and assist in the classrooms by working with individuals and small groups of students as deemed appropriate by the teacher (a minimum of 10 hours in an early childhood setting, K-2, and 10 hours in a 3rd – 6th grade classroom)
2. The student will conduct a Child Study and write a 5-6 page paper that describes the key findings from the Child Study. The purpose of the Child Study is to begin to learn about international children in a holistic sense. The activities that may be selected for the Child Study is identified in the course syllabus. It is important to note that these activities are introductory in nature - they cannot explain characteristics of large groups of students.

3. The student will write a two - three page reflective statement about their field experience activities and what they learned from their experiences.

4. The Field Experience Evaluation Form and Observation Form will be completed by the student and the cooperating teacher and submitted to the course instructor.

Selected Activities:

Based on the student’s interests, experience level, and field assignment, each student will select and complete two out of the three the activities listed below:

1. Lesson Plan (1-2 pages)

   Based on your observations, identify two lessons that were particularly meaningful to you (one from early childhood, one from grade 3-6). Write a summary of the lessons that includes the components from the guide for lesson planning (use the FAST TRAIN Lesson Plan format in the appendix). How was the lesson introduced? Presented? What type of student interactions took place? Student/student interactions? Assessment techniques? What resources were used?

2. Teacher Interview (1-2 pages)

   Interview two teachers from your field experience using the following questions as a guideline. You may elect to add additional questions based on your own areas of interest and concern.

   1.) What instructional approaches work well for this age group, or class?
   2.) In terms of classroom management, what strategies are most effective for your students?
   3.) What are the areas of weakness or difficulty for students at your grade level and what do you do to overcome these difficulties?
   4.) In what ways do you assess student achievement?
   5.) How would you describe your teaching style?
   6.) How has your teaching style changed since you first started your career?

3. Practice Lesson

   Under the guidance of the cooperating teacher develop and teach a lesson to the
Class (use FAST TRAIN Lesson Plan format). Obtain the feedback from the cooperating teacher. Submit your lesson plan and a one page reflection on the effectiveness of the lesson.

**EDUC 511 Introduction to Teaching in an International Setting (20 hours)**

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<th>QUALITIES</th>
<th>Excellent</th>
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<td>Relates well with school faculty and staff</td>
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Teacher's Additional Comments/Recommendations:

Student's Reflections:
EDUC 511 Introduction to Teaching in an International Setting (20 hours)

Observation Record

To the Cooperating Teacher:

Please sign below to indicate that the student has observed in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

<table>
<thead>
<tr>
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<th>Subject</th>
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Student's Signature: ___________________________  Date: ______________________
Course Outline

Outline of Topics / Activities

The following are anticipated activities. Each week there may be additional or alternative learning experiences to those listed below. The final activities will be posted on Blackboard in the Assignment section at the beginning of each week.

Jan 26: Introduction, Overview of International Schools

Assignment 1: Read Welcome, Navigate, Course Overview and Messages in Course Information on Blackboard (Bb).

Assignment 2: Read Syllabus and Requirements in Course Information section.

Assignment 3: Create your own web page (under Tools, Edit Homepage); read classmates' Web pages (go to Communication, then Roster, and then click on names.) Due on Wednesday February 8th.

Assignment 4: Read “American International Schools: Poised For the Twenty-First Century” by Warna Gillies (Article on International Schools, on Bb, Course Documents.) Respond to questions on Discussion Board (DB) under Overview of International Schools. (Go to Blackboard, then Communication and then Discussion Board.)


Assignment 6: Describe a teacher that had an impact on your life. What were his/her characteristics? (300 words) 2-3 paragraphs. Send to lewis@globalsage.com by Feb 1st.

Assignment 7: What did you hope to gain from this course? Send to lewis@globalsage.com by Feb 1st.

Feb 2: Cognitive Development and Language  Piaget, Vygotsky

Assignment 1: DB: Respond to discussion questions based on reading.

Assignment 2: Cognitive development exercise (on Discussion Board, under Cognitive Development Activities.)

Assignment 4: (For next week) Woolfolk, 53-63, 174-181.

REMINDER: Disposition Essay is due February 15, 2006.

**Moderator(s) 1: Prepare discussion questions on Language Development**

**Feb 9:**

Week 3

**Language Development (Moderator 1)**
**International School Context**

Assignment 1: DB: Respond to discussion questions posted by Moderator(s) 1.

Assignment 2 (for next week): Woolfolk, 64-77.

Assignment 3 (for next week): Read article on Erik Erikson on Bb, under Course Document.

Assignment 4 (for next week): Read article on Kohlberg on Bb, under Course Document.

Begin work on Child Study / Advise instructor of your plans for the Child Study. Begin work on Field Experience.

**Moderator(s) 2: Prepare discussion questions on Identity Development**

**Feb 16:**

Week 4

**Identity Development (Moderator(s) 2)**
**Erikson Cultural Identity-Int'l School Students**

Assignment 1: DB: Respond to discussion questions posted by Moderator(s) 2.

Assignment 2 (for next week): Read "Art and Craft of Teaching". (Course Documents)

Assignment 3 (for next week): Woolfolk, 78-87.

Assignment 4 (for next week): Read and discuss “Sharon Activity” on Blackboard, under Course Document. (Please post on Discussion Board.)

**Moderator(s) 3: Prepare discussion questions on Moral Development.**

Feb 23:  **Moral Development (Moderator(s) 3)**

Week 5

Assignment 1: DB: Respond to discussion questions posted by Mod. 3, as well as discussion questions posted by moderator on "Art and Craft" article.

Assignment 2 (for next week): Woolfolk, 87-103; adapt "American" to international school context.

Assignment 3 (for next week): Read “Student Mobility and The International Curriculum” on Bb, Course Document. Respond to questions posted by moderator (assigned by instructor.)

**Mod. 4: Prepare discussion questions on Socialization**

Mar 2:  **Socialization (Mod. 4)**

Week 6

Assignment 1: DB: Respond to discussion questions posted by Mod. 4, as well as discussion questions posted by moderator on “Student Mobility and The International Curriculum” article.

Assignment 2 (for next week): Woolfolk, 104-151.

Assignment 3 (for next week): Read “Recruiting Teachers For International Education on Bb, Course Document. Respond to questions posted by moderator (assigned by instructor.)

**Mod. 5: Prepare discussion questions on Learner Differences.**

Mar 9:  **Learner Differences and Learning Needs (Moderator 5)**

Week 7

Assignment 1: DB: Respond to discussion questions posted by Mod. 5 as well as discussion questions posted by moderator on “Recruiting Teachers for International Education” article.

Assignment 2 (for next week): Woolfolk, 152-195.

Assignment 3 (for next week): Read “In International Schools and Its Community: Think Globally, Interact Locally.” Respond to questions posted by moderator (assigned by instructor.)
Mod. 6: Prepare discussion questions on Culture and Community.

REMINDER: Internet Log due March 22\textsuperscript{nd}.

**Mar 16:** Culture and Community (Moderator 6)  
Week 8

Assignment 1: DB: Respond to discussion questions posted by Mod. 6, as well as discussion questions posted by moderator on “In International Schools and Its Community: Think Globally, Interact Locally” article.

Assignment 2 (for next week): Woolfolk, 197-274.

**Mod. 7:** Prepare discussion questions on Behavioral Views of Learning.

**Mod. 8:** Prepare discussion questions on Cognitive Views of Learning.

**Mar 23:** Behavioral Views of Learning (Mod. 7) and Cognitive Views of Learning (Mod. 8)  
Week 9

Assignment 1: DB: Respond to discussion questions posted by Mods. 7 and 8.

Assignment 2 (for next week): Woolfolk, 275-348.

**Mod. 9:** Prepare discussion questions on Complex Cognitive Processes.

**Mod. 10:** Prepare discussion questions on Social Cognitive and Constructivist Views of Learning.

**Mar 30:** Complex Cognitive Processes (Mod. 9) and Social Cognitive and Constructivist Theories (Mod. 10)  
Week 10

Assignment 1: DB: Respond to discussion questions posted by Mods. 9 and 10.

Assignment 2: (for next week): Woolfolk, chapters 349-394.

**Mod. 11:** Prepare discussion questions on Motivation in Teaching and Learning.

**Mod. 12:** Prepare discussion questions on Creating Learning Environments.
Apr 6: Motivation in Learning & Teaching (Mod. 11) and Creating Learning Environments (Mod. 12)

Assignment 1: DB: Respond to the discussion questions posted by Mod. 11 & Mod. 12.

Assignment 2: (for next week): Please read Chapter 12 (Teaching for Academic Learning) and Chapter 13 (Teaching for Self-Regulation Creativity and Tolerance.)

Assignment 3: Work on Child Study (Due Apr 19th.)

Mod 13: Prepare discussion questions on Teaching for Academic Learning.

Mod 14: Prepare discussion questions on Teaching for Self-Regulation Creativity and Tolerance.

Apr 13: Teaching for Academic Learning (Mod. 13) and Teaching for Self-Regulation Creativity and Tolerance (Mod. 14)

Assignment 1: DB - Respond to the discussion questions posted by Mod. 13 & Mod 14.

Assignment 2: (for next week): Please read Chapter 14 (Standardized Testing.).

Mod 15: Prepare discussion questions on Standardized Testing.

Apr 20: Standardized Testing (Mod 15.)

Assignment 1: Respond to discussion questions posted by Mod. 15.

Assignment 2: (for next week): Please read Chapter 15 Classroom Assessment.

Assignment 3: (for next week): Read “Critical Incidents” article on Bb, Course Document. Respond to questions posted by moderator (assigned by instructor.)

Assignment 4: Field Experience due Dec May 3rd.

Mod 16: Prepare discussion questions on Classroom Assessment.

Apr 27: Classroom Assessment (Mod. 16)

Assignment 1: Respond to discussion questions posted by Mod. 16, as well as discussion questions posted by moderator on “Critical Incidents” article.
May 4: TBA by instructor
Week 15

May 5: TBA by instructor
Week 16

Professional Disposition Criteria

The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

- Commitment to the profession
- Commitment to honoring professional ethical standards
- Commitment to key elements of professional practice
- Commitment to being a member of a learning community
- Commitment to democratic values and social justice

Commitment to the profession
- Commitment to the profession
- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to honoring professional ethical standards
- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice
- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment
- Critical thinking
• Thoughtful, responsive listening
• Active, supportive interactions
• Technology-supported learning
• Research-based practice
• Respect for diverse talents, abilities, and perspectives
• Authentic and relevant learning

Commitment to being a member of a learning community
• Professional dialogue
• Self-improvement
• Collective improvement
• Reflective practice
• Responsibility
• Flexibility
• Collaboration
• Continuous, lifelong learning

Commitment to democratic values and social justice
• Understanding systemic issues that prevent full participation
• Awareness of practices that sustain unequal treatment or unequal voice
• Advocate for practices that promote equity and access
• Respects the opinion and dignity of others
• Sensitive to community and cultural norms
• Appreciates and integrates multiple perspectives

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I. Objectives
   • State what students will be able to do as a result of this experience.
   • List national, state, or local objectives, if possible.

II. Materials for Learning Activities
   • List the texts, equipment, and other materials to be used by the students.
   • List the materials, including equipment or technology used by the teacher in presenting the experiences.

III. Procedures for Learning Activities
   • Introduction – outline procedures for activating prior knowledge and student interest.
   • Instructional strategies – outline what the teachers and students will do.
   • Summary – outline how you will close.
   • Give estimated time for each phase of the experience (introduction, instruction, summary).
   • Describe extensions or connections to other lessons.

IV. Assessment
   • Outline the procedures and criteria that will be used to assess each of the stated objectives.
   • Attach copies of any written assessments (tests, rubrics, observational checklists, format for anecdotal records).

V. Differentiation
   • List adaptations that will be made for individual learners.
   • Based on assessment data.

VI. Reflection
   • After the lesson, reflect on what went well and what didn’t go well. Write changes you might implement the next time the lesson is taught.
EDUC 511 Scoring Rubric: Field Experience

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<tr>
<th>Rating</th>
<th>Demonstrated Competence</th>
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<tbody>
<tr>
<td>A</td>
<td>EXCELLENT</td>
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| 4      | - Completed 20 hours of field experience  
| A-     | 3.5                     |
|        | - Responses to all areas are thorough  
|        | - Writes clearly with few stylistic and grammatical errors  
|        | - Organizes paper in deliberate manner  
|        | - Reflects thoughtfully for all areas  
|        | - Supports analysis and application by frequently citing class content  
|        | - Applies knowledge to future teaching situations  |
| B+     | COMPETENT               |
| 3      | - Completed fewer than 20 hours of field experience  
| B      | 2.5                     |
|        | - Responds incompletely to some areas  
|        | - May write with some lack of clarity and/or consistent stylistic or grammatical errors  
|        | - May organize paper in loose fashion that is difficult to follow  
|        | - May not reflect for all areas or does not reflect with depth  
|        | - Supports analysis by citing class content inaccurately or using few citations  
|        | - May not apply knowledge to future teaching situations  |
| C      | MINIMAL                 |
| 2      | - Did not complete 20 hours of field experience  
|        | - Does not respond to all areas and/or incompletely to some areas  
|        | - Writes with some lack of clarity and/or many stylistic and grammatical errors  
|        | - Organizes paper in fashion that is difficult or impossible to follow  
|        | - Does not reflect for all areas or does not reflect with depth  
|        | - Does not support analysis by citing class content  
|        | - Does not apply knowledge to future teaching situations  |
| < 2    | UNSATISFACTORY          |